

# INSIDE LISTENING AND SPEAKING

**The Academic Word List in Context**

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4



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# Media Track List

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## UNIT 1

Listening	Listen		ILS_L4_U1_Listen1
	Listen for Main Ideas		ILS_L4_U1_Listen1
	Apply B		ILS_L4_U1_Listen_ApplyB
Speaking	Listen		ILS_L4_U1_Listen2
	Listen for Main Ideas		ILS_L4_U1_Listen2
	Apply A		ILS_L4_U1_Present_ApplyA
Pronunciation	Learn A		ILS_L4_U1_Pron_LearnA
	Learn B		ILS_L4_U1_Pron_LearnA
	Learn C		ILS_L4_U1_Pron_LearnC
	Apply A		ILS_L4_U1_Pron_LearnC
	Apply B		ILS_L4_U1_Pron_ApplyB
End of Unit Task A			ILS_L4_U1_End






## UNIT 2

Listening	Watch		ILS_L4_U2_Watch
	Listen for Main Ideas		ILS_L4_U2_Watch
	Apply A		ILS_L4_U2_Note_ApplyA
	Apply D		ILS_L4_U2_Watch
Speaking	Listen		ILS_L4_U2_Listen
	Listen for Main Ideas		ILS_L4_U2_Listen
	Apply A		ILS_L4_U2_Present_ApplyA
Pronunciation	Learn A		ILS_L4_U2_Pron_LearnA
	Learn B		ILS_L4_U2_Pron_LearnB
	Apply A		ILS_L4_U2_Pron_ApplyA
	Apply B		ILS_L4_U2_Pron_ApplyC
	Apply C		ILS_L4_U2_Pron_ApplyC

## UNIT 3

Listening	Listen		ILS_L4_U3_Listen1
	Listen for Main Ideas		ILS_L4_U3_Listen1
	Apply A		ILS_L4_U3_Listen1
Speaking	Listen		ILS_L4_U3_Listen2
	Listen for Main Ideas		ILS_L4_U3_Listen2
	Apply B		ILS_L4_U3_Listen2
Pronunciation	Learn A		ILS_L4_U3_Pron_LearnA
	Learn B		ILS_L4_U3_Pron_LearnB
	Learn C		ILS_L4_U3_Pron_LearnC
	Learn D		ILS_L4_U3_Pron_LearnD
	Apply A		ILS_L4_U3_Pron_ApplyA
	Apply A		ILS_L4_U3_Pron_ApplyA

## UNIT 4

Listening	Listen		ILS_L4_U4_Listen
	Listen for Main Ideas		ILS_L4_U4_Listen
	Apply C		ILS_L4_U4_Listen_ApplyC
	Apply D		ILS_L4_U4_Listen_ApplyD
Speaking	Watch		ILS_L4_U4_Watch
	Listen for Main Ideas		ILS_L4_U4_Watch
	Apply A		ILS_L4_U4_Present_ApplyA
Pronunciation	Learn A		ILS_L4_U4_Pron_LearnA
	Learn B		ILS_L4_U4_Pron_LearnB
	Learn C		ILS_L4_U4_Pron_LearnC
	Apply A		ILS_L4_U4_Pron_ApplyA
	Apply A		ILS_L4_U4_Pron_ApplyA
End of Unit Task A			ILS_L4_U4_End

## UNIT 5

Listening	Listen		ILS_L4_U5_Listen
	Listen for Main Ideas		ILS_L4_U5_Listen
	Apply B		ILS_L4_U5_Listen_ApplyB
Speaking	Watch		ILS_L4_U5_Watch
	Listen for Main Ideas		ILS_L4_U5_Watch
	Apply A		ILS_L4_U5_Watch
Pronunciation	Learn A		ILS_L4_U5_Pron_LearnA
	Learn B		ILS_L4_U5_Pron_LearnB

## UNIT 6

Listening	Watch		ILS_L4_U6_Watch
	Listen for Main Ideas		ILS_L4_U6_Watch
	Apply A		ILS_L4_U6_Listen_ApplyA
Speaking	Apply B		ILS_L4_U6_Listen_ApplyB
	Listen		ILS_L4_U6_Listen
	Listen for Main Ideas		ILS_L4_U6_Listen
Pronunciation	Apply C		ILS_L4_U6_Speak_ApplyC
	Learn A		ILS_L4_U6_Pron_LearnA
	Apply A		ILS_L4_U6_Pron_ApplyA
	Apply B		ILS_L4_U6_Pron_ApplyB
	Apply B		ILS_L4_U6_Pron_ApplyB

## UNIT 7

Listening	Listen		ILS_L4_U7_Listen
	Listen for Main Ideas		ILS_L4_U7_Listen
	Apply B		ILS_L4_U7_Note_ApplyB
Speaking	Apply C		ILS_L4_U7_Note_ApplyC
	Watch		ILS_L4_U7_Watch
	Listen for Main Ideas		ILS_L4_U7_Watch
Pronunciation	Apply B		ILS_L4_U7_Watch
	Learn A		ILS_L4_U7_Pron_LearnA
	Learn B		ILS_L4_U7_Pron_LearnB
	Apply A		ILS_L4_U7_Pron_ApplyA
	Apply A		ILS_L4_U7_Pron_ApplyA

## UNIT 8

Listening	Watch		ILS_L4_U8_Watch
	Listen for Main Ideas		ILS_L4_U8_Watch
	Apply A		ILS_L4_U8_Note_ApplyA
Speaking	Listen		ILS_L4_U8_Listen
	Listen for Main Ideas		ILS_L4_U8_Listen
	Apply A		ILS_L4_U8_Listen
Pronunciation	Learn A		ILS_L4_U8_Pron_LearnA
	Apply A		ILS_L4_U8_Pron_ApplyA
	Apply B		ILS_L4_U8_Pron_ApplyB
	Apply C		ILS_L4_U8_Pron_ApplyC
	Apply C		ILS_L4_U8_Pron_ApplyC

## UNIT 9

Listening	Listen		ILS_L4_U9_Listen
	Listen for Main Ideas		ILS_L4_U9_Listen
	Apply B		ILS_L4_U9_Listen_ApplyB
Speaking	Watch		ILS_L4_U9_Watch
	Listen for Main Ideas		ILS_L4_U9_Watch
	Apply B		ILS_L4_U9_Speak_ApplyB
Pronunciation	Learn A		ILS_L4_U9_Pron_LearnA
	Learn B		ILS_L4_U9_Pron_LearnA
	Apply A		ILS_L4_U9_Pron_ApplyA
	Apply B		ILS_L4_U9_Pron_ApplyA
	Apply B		ILS_L4_U9_Pron_ApplyB

## UNIT 10

Listening	Listen		ILS_L4_U10_Listen1
	Listen for Main Ideas		ILS_L4_U10_Listen1
	Apply A		ILS_L4_U10_Note_ApplyA
Speaking	Listen		ILS_L4_U10_Listen2
	Listen for Main Ideas		ILS_L4_U10_Listen2
	Apply A		ILS_L4_U10_Listen2
Pronunciation	Learn A		ILS_L4_U10_Pron_LearnA
	Apply A		ILS_L4_U10_Pron_ApplyA
	Apply B		ILS_L4_U10_Pron_ApplyB
	Apply C		ILS_L4_U10_Pron_ApplyB
	Apply C		ILS_L4_U10_Pron_ApplyB



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# Contents

MEDIA TRACK LIST .....	i
ACKNOWLEDGEMENTS .....	iii
THE INSIDE TRACK TO ACADEMIC SUCCESS .....	vi

## Unit 1 Your Body Fights Back 1

### Content Area: Physiology

LISTENING AND SPEAKING SKILLS: Analogies and Metaphors; Introducing a Presentation .....	4, 8
Pronunciation: <i>Rhythm</i> .....	10
Vocabulary activities .....	2, 6

## Unit 2 Wait for It! 13

### Content Area: Psychology

LISTENING AND SPEAKING SKILLS: Outlining Lecture Notes; Stating, Rephrasing, and Illustrating .....	16, 20
Pronunciation: <i>Reducing Function Words</i> .....	22
Vocabulary activities .....	14, 18

## Unit 3 Film Know-How 25

### Content Area: Film Studies

LISTENING AND SPEAKING SKILLS: Recording Definitions; Facilitating a Group Discussion .....	28, 32
Pronunciation: <i>Reducing Auxiliary Verbs</i> .....	34
Vocabulary activities .....	26, 30

## Unit 4 Sound Response 37

### Content Area: Public Health

LISTENING AND SPEAKING SKILLS: Cause-and-Effect Relationships; Citing Sources .....	40, 45
Pronunciation: <i>Reducing Modal Verbs</i> .....	46
Vocabulary activities .....	38, 42

## Unit 5 Changing Your Brain 49

### Content Area: Neuroscience

LISTENING AND SPEAKING SKILLS: Listening for Signal Phrases; Expressing and Responding to an Opinion .....	52, 56
Pronunciation: <i>Reducing Past Modals</i> .....	58
Vocabulary activities .....	50, 54

## Unit 6 Micro Approach, Macro Improvement 61

### Content Area: Economics

LISTENING AND SPEAKING SKILLS: Inferences; Checking for Understanding . . . .64, 69

Pronunciation: *Linking Consonants: ch, j, sh, and zh* . . . . . 70

Vocabulary activities . . . . .62, 66

## Unit 7 Nature or Nurture 73

### Content Area: Sociology

LISTENING AND SPEAKING SKILLS: Telegraphic Language;

Summarizing Academic Research. . . . .76, 81

Pronunciation: *Chunking, Pausing, and Intonation* . . . . . 82

Vocabulary activities . . . . .74, 78

## Unit 8 Building an Idea 85

### Content Area: Business

LISTENING AND SPEAKING SKILLS: The Cornell Note-Taking Method;

Supporting an Opinion . . . . .89, 92

Pronunciation: *Chunking and Pausing for Clarity* . . . . . 93

Vocabulary activities . . . . .86, 90

## Unit 9 High-Performance Machines 97

### Content Area: Robotics

LISTENING AND SPEAKING SKILLS: Facts and Opinions:

Polite Requests and Interruptions . . . . .100, 104

Pronunciation: *New Information and Special Emphasis* . . . . . 106

Vocabulary activities . . . . .98, 102

## Unit 10 A World Apart 109

### Content Area: Geography

LISTENING AND SPEAKING SKILLS: Synthesizing Information;

Deductive and Inductive Reasoning . . . . .113, 116

Pronunciation: *Contrastive Stress in Sentences* . . . . . 118

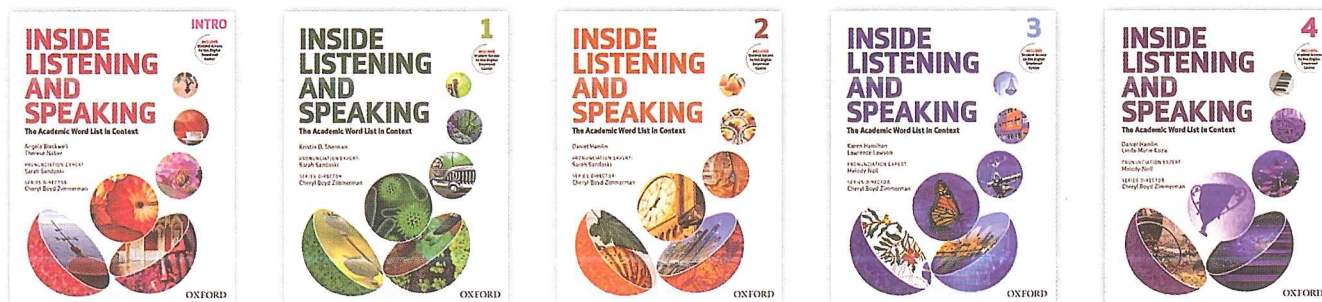
Vocabulary activities . . . . .110, 114

INDEX: ACADEMIC WORD LIST . . . . . 121



# The Inside Track to Academic Success

## Student Books



For additional student resources, visit: [www.insidelistingandspeaking.com](http://www.insidelistingandspeaking.com).

## iTools for all levels

The *Inside Listening and Speaking* iTools component is for use with a projector or interactive whiteboard.

### Resources for whole-class presentation

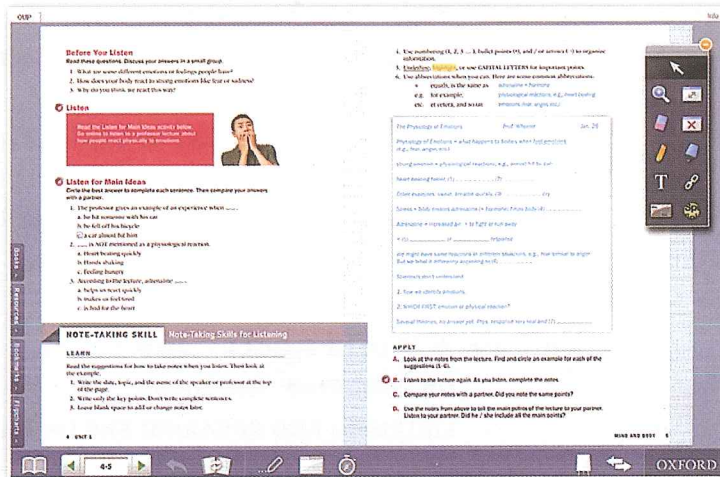
**Book-on-screen** focuses class on teaching points and facilitates classroom management.

**Audio and video** at point of use facilitates engaging, dynamic lessons.

### Resources for assessment and preparation

Customizable Unit, Mid-term, and Final Tests evaluate student progress.

Complete Answer Keys are provided.



For additional instructor resources, visit:

[www.oup.com/elt/teacher/insidelistingandspeaking](http://www.oup.com/elt/teacher/insidelistingandspeaking).



# About *Inside Listening and Speaking*

## Unit features

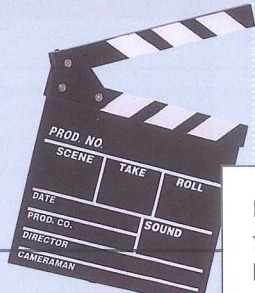
- > **Explicit skills instruction** prepares students for academic listening
- > **Authentic videos** from a variety of academic contexts engage and motivate students
- > **Pronunciation instruction** ensures students are articulate, clear speakers

## UNIT

# 3

## FILM STUDIES

## Film Know-How



**In this unit, you will**

- > learn about different jobs people do in making a film.
- > increase your understanding of the target academic words for this unit.

**LISTENING AND SPEAKING SKILLS**

- > Recording Definitions
- > Facilitating a Group Discussion
- > **PRONUNCIATION** Reducing Auxiliary Verbs

**Self-Assessment**

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen this word before.	heard or seen the word but am not sure what it means.	heard or seen the word and understand what it means.	used the word confidently in <i>either</i> speaking or writing.
<b>AWL</b>				
advocate				
albeit				
bias				
explicit				
ideology				
implicate				
implicit				
infer				
levy				
liberal				

Identifying the unit's goals focuses students on the **listening and speaking skills** and the academic topic.

**Self-assessment** prepares students for the vocabulary in the audio and video activities.

## The Academic Word List and the Oxford 3000

Based on a corpus of 4.3 million words, the **Academic Word List (AWL)** is the most principled and widely accepted list of academic words. Compiled by Averil Coxhead in 2000, it was informed by academic materials across the academic disciplines.

The **Oxford 3000™** have been carefully selected by a group of language experts and experienced teachers as the most important and useful words to learn in English. The Oxford 3000 are based on the American English section of the Oxford English Corpus.

**Oxford 3000 and Academic Word List vocabulary** is integrated throughout the unit and practiced in context through audio and video resources.



# Pronunciation Instruction

Pronunciation skill instruction is supported by audio resources to ensure students are articulate, clear speakers.

## PRONUNCIATION SKILL

### New Information and Special Emphasis

#### LEARN

In spoken English, use stress to draw attention to *focus words*. A focus word is the most important idea in a chunk. Every English chunk has at least one focus word. It sounds stronger, longer, clearer, and usually higher than the other words in the phrase. Choosing focus words to highlight the main idea in a sentence is called *sentence focus*. Use this skill to introduce new information and signal special emphasis.

- 1 A. Go online to listen. The focus words written in pink below introduce a new topic in each sentence or phrase. Notice that this new information is usually the last content word (noun, main verb, adjective, adverb) in the chunk.

The Model **V** electric **car** | causes 50 percent less **CO<sub>2</sub>**. | So, when you're **driving** one of our cars, | you're **helping** | to offset CO<sub>2</sub> **emissions**. | **Also**, | don't **forget**: | Natural **resources** | are **finite**. | We can't **continue** | to **exploit** our resources | and **hope** | that they'll never run **out**. | **Electric** | is the **future**.

- 2 B. Listen to the above content again. Notice how repeated information is unstressed because it is no longer new. The combination of stress and unstress creates contrast between the focus words and the other words in the phrases.

#### APPLY

- 1 A. Go online to listen to the sentences. Circle the focus word in each chunk.

1. That's a great question.
2. Robotics | is an extremely fascinating field.
3. There are thousands of robots | doing a wide variety of tasks | in hospitals.
4. Robots | can use | very sensitive GPS equipment.
5. Robots | are far better | at cleaning | than humans.

- 2 B. Go online to listen to five conversations. On a separate sheet of paper, write out the conversations. Chunk when necessary and underline the focus words. Compare your answers with a partner.

- C. Practice the conversations in Apply, activity B with a partner. Create contrast by making focus words extra strong, extra long, extra high, and extra clear. Give significantly less stress to the other words in the sentences.

- D. Work with another partner. Write two short conversations that contrast new and old information. Practice the conversations and teach them to another group.

A: I ran into this guy.

B: What guy?

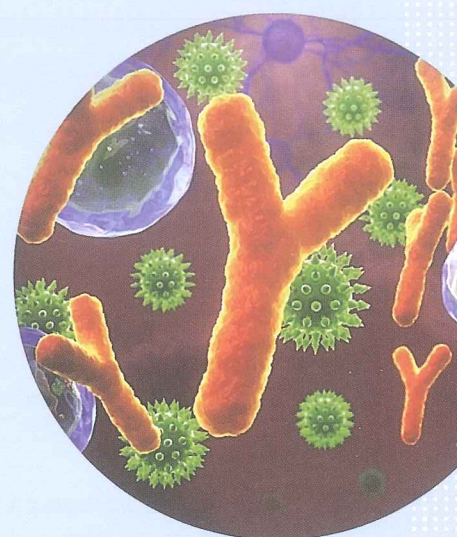
A: A guy from one of my classes.

Students **learn and apply** pronunciation skills in the context of the academic topic.

UNIT

1

# Your Body Fights Back



## In this unit, you will

- > learn about how the body reacts under extreme conditions.
- > increase your understanding of the target academic words for this unit.

## LISTENING AND SPEAKING SKILLS

- > Analogies and Metaphors
- > Introducing a Presentation
- > **PRONUNCIATION** Rhythm

## Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

### TARGET WORDS

#### AWL

- analogy
- considerable
- convene
- dispose
- enforce
- ensure
- expose
- induce
- infrastructure
- legislate
- migrate
- practitioner
- transmit
- trigger

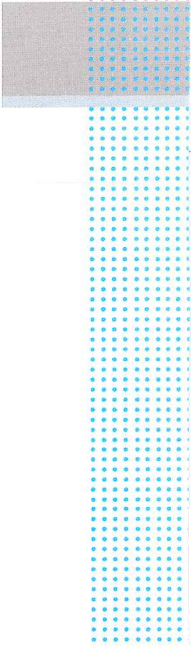
never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in either speaking or writing.





A metaphor shows how two things have the same characteristics. A metaphor can create a strong image for the listener. A metaphor does not use the words and phrases *as*, *like*, or *the same as*.

*My throat is on fire.*

*Time is a thief.*

## APPLY

**A.** Write **A** if the sentence contains an analogy or **M** if it contains a metaphor.

- M 1. Waves of emails came after she announced her retirement.
- \_\_\_ 2. Some people think attending university is the same as a long vacation and that the real work begins after graduation. This is just not true.
- \_\_\_ 3. Being in that class was like being on a sinking ship.
- \_\_\_ 4. He was lost in a sea of people.

 **B.** Go online to listen to part of the audio. Fill in the blanks below. After listening, mark the statements as either **M** (metaphor) or **A** (analogy) in the right column.

1. Baumgartner's suit worked much like an airplane ... by controlling airflow and air pressure and providing protection from the cold. A
2. In other words, he \_\_\_\_\_, moving faster than the speed of sound. \_\_\_
3. Doctors and scientists placed equipment on Baumgartner \_\_\_\_\_ being sent on a long mission into space. \_\_\_
4. As Baumgartner landed, the team that had designed his suit \_\_\_\_\_, cheering and hugging one another. \_\_\_
5. His suit worked \_\_\_\_\_, protecting his body and helping him become the first human being to move faster than the speed of sound with just his body. \_\_\_
6. Having stood \_\_\_\_\_ and survived, Baumgartner has given scientists new information about how the body reacts under extreme conditions. \_\_\_

**C.** Work in a small group to create an analogy using each pair below. Discuss.

1. exercising / watering a garden

*Exercising is like watering a garden. If you do it every day, you (like your plants) will be healthy and strong.*

2. ants / human beings
3. starting a new job / starting a journey

**D.** Work in a small group to create a metaphor using each pair below. Discuss.

1. basketball / medicine

*Basketball was her medicine. It helped relieve her stress.*

2. the lecture / a gift
3. the exam / insane



## Before You Listen

Read these questions. Discuss your answers in a small group.

1. What are some things you do to avoid viruses and other illnesses?
2. Do you think laws should require people to get vaccinated for the flu?  
Explain your answer.
3. What kinds of foods do you eat to give you energy or to fight an illness?

## Listen

Read the Listen for Main Ideas activity below. Go online to listen to a doctor discuss how to prevent the flu. She also talks about how vaccinations work.



## Listen for Main Ideas

Listen to the audio. Circle the letter of the answer that correctly completes each sentence.

1. The flu virus \_\_\_\_\_.  
a. moves quickly from person to person      c. usually stays in one place  
b. moves slowly from person to person
2. Antibodies \_\_\_\_\_.  
a. hurt your body      c. help your body fight the flu  
b. support the flu
3. Herd immunity means that most people in a population \_\_\_\_\_.  
a. are not affected by a certain disease      c. are not affected by antibodies  
b. can easily get a certain illness
4. Vaccinations \_\_\_\_\_.  
a. stop antibodies      c. cause illness  
b. create herd immunity
5. Vaccinations for the students \_\_\_\_\_.  
a. are expensive      c. are free  
b. take time to get

## PRESENTATION SKILL

### Introducing a Presentation

#### LEARN

A formal presentation consists of an introduction, body, and conclusion. A good introduction to your presentation grabs the attention of the audience and helps them gain a clear understanding of what you are presenting. The following suggestions can help create a good introduction to a presentation.

1. Start with a brief greeting and tell your audience what your topic is.	Good afternoon. I'm going to talk about ... I'm Judith Chen. I'm here to discuss ... Do you know how many ... ?
2. Use an interesting hook such as an attention-grabbing question, statistic, photo, or quote.	There are one million people who ... "The art of medicine consists of amusing the patient." —Voltaire
3. Briefly explain the relevance or importance of your presentation topic.	This topic is important because ... This research can help us ... We have much to learn about ...
4. Give the audience an outline of your presentation.	First, I'm going to show you ... Then, I'm going to give you examples of ... After that, we'll look at ... Finally, I will take questions.

## APPLY

-  **A.** Listen to the first part of the presentation. As you listen, write the expressions the presenter uses while introducing her presentation.

Step 1	<u>Good afternoon.</u> It is very nice to be here today. My name is Dr. Linda Carrol, and I'm from the school health clinic. _____ how we can prevent the flu virus, also known as influenza.
Step 2	Let me ask you this: _____ have had the flu virus?
Step 3	Now, the flu virus migrates quickly from one person to the next, and it can keep you in bed for days. So, _____ how we can prevent the flu.
Step 4	So, first, _____ what the flu is. Then, _____ you how our bodies fight it. Finally, _____ how we can prevent the flu.

- B.** Work in a group of three or four. Develop an introduction for a presentation on one of the following topics:

1. how to fight an illness
2. how to survive your first year of college or first year working for a company
3. how to learn new vocabulary in English

Step 1	
Step 2	
Step 3	
Step 4	



# PRONUNCIATION SKILL

## Rhythm

### LEARN

Rhythm is a pattern of sound, and every language has its own particular rhythm. English rhythm has strong and weak sounds. Strong, important syllables come at regular intervals, and you say them fully and completely. Weak, unimportant syllables are shortened and squeezed in between the strong sounds.

Strong sounds are usually nouns, adjectives, adverbs, and main verbs. Weak words are usually articles, pronouns, prepositions, and auxiliary verbs.

- A.** Go online to listen to the rhythm. Notice that it takes the same amount of time to say the words in each box.

O N E	T W O	T H R E E	F O U R
ONE and	TWO and	THREE and	FOUR and
ONE and a	TWO and a	THREE and a	FOUR and a
ONE-ey and a	TWO-ey and a	THREE-ey and a	FOUR-ey and a

- B.** Listen to and repeat the words in Learn, activity A. Say all of the words. Keep the rhythm.

- C.** Go online to listen to the sentences in the chart below. Notice how the weak words are shortened in order to maintain the rhythm.

1	2	3
COWS	EAT	GRASS.
The COWS can	EAT	the GRASS.
The COWS are	EATing	some GRASS.
His COWS have	EATen	their GRASS.
Some COWS will be	EATing	the GRASS.
Their COWS might have	EATen	the GRASS.
The COWS are going to be	EATing	the GRASS.
The COWS should not have been	EATing	our GRASS.

### APPLY

- A.** Listen to and repeat the sentences in Learn, activity C with the speaker. Match the rhythm. Tap out the beat, so you can really hear it.
- B.** Go online to listen to the content of the chart on page 11. The words and sentences in each column have the same stress pattern and rhythm. Repeat the words and sentences with a partner.



	●●	●●	●●●●	●●●●	●●●●●
Word	migrate	induce	infrastructure	analogy	considerable
Sentence	Do it!	Here's why.	Wait a minute!	They've triggered it.	I'm counting on you!

- C.** Write a short dialogue. Then share it with a partner. Pay careful attention to the rhythm of your dialogues.

*A: The bus is leaving. I have to run.*

*B: Hey! Wait a minute!*

## End of Unit Task

In this unit, you learned how to listen for analogies and metaphors, and how to give an introduction to a presentation. Watch a short video on the flu. Then develop an introduction to a presentation with a partner.

- A.** Go online to watch a video about how the body fights the flu. Take notes on the metaphors that the speaker uses.

1. Inside him, his body is about to engage in all-out war with one of the most infectious viruses on the planet.
2. Flu viruses start \_\_\_\_\_ the tissue at the back of your throat.
3. Meanwhile, \_\_\_\_\_ of phagocytes floods the infection site. They have come to \_\_\_\_\_ their enemies.
4. It's a sign \_\_\_\_\_ inside him is heating up.
5. His body has launched a second \_\_\_\_\_.

- B.** Work with a partner. Considering ideas from the video, create an analogy about the flu. Refer to page 4 for a description of analogies. Include one or two statements that explain and support your analogy.

*When your body fights the flu, the process is like two teams at a sporting event. They both go against each other, with each team trying to score more points than the other.*

- C.** Work with a partner to develop an introduction for a presentation on how the body fights the flu. Use the steps for introducing a presentation, on page 9.

Step 1: \_\_\_\_\_

Step 2: \_\_\_\_\_

Step 3: \_\_\_\_\_

Step 4: \_\_\_\_\_

**D.** Divide the parts of the presentation between you and your partner and practice giving your presentation. After practicing, revise your presentation.

**E.** Take turns sharing your presentation with another group.

**F.** Use the following chart to give feedback on the presentation you heard. For each part of the introduction, share your feedback with the other group.

Start with a brief greeting, telling your audience what your topic is.	a. clear and easy to understand b. somewhat clear and easy to understand c. unclear and difficult to understand
Use an interesting analogy or metaphor as a hook for your presentation.	a. clear and interesting b. somewhat clear and interesting c. unclear and uninteresting
Briefly explain the relevance or importance of your presentation topic.	a. clear and easy to understand b. somewhat clear and easy to understand c. unclear and difficult to understand
Give the audience an outline of your presentation.	a. clear and easy to understand b. somewhat clear and easy to understand c. unclear and difficult to understand

**G.** Discuss your presentations as a class.

1. What did you do well?
2. What would you do differently?
3. What is the hardest part of creating an introduction for a presentation?

Self-Assessment		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I learned to listen for metaphors and analogies.
<input type="checkbox"/>	<input type="checkbox"/>	I gave an introduction to a presentation.
<input type="checkbox"/>	<input type="checkbox"/>	I was able to provide feedback on the introduction to a presentation.
<input type="checkbox"/>	<input type="checkbox"/>	I paid attention to rhythm when speaking, using strong and weak sounds.
<input type="checkbox"/>	<input type="checkbox"/>	I can correctly use the target vocabulary words from the unit.

## Discussion Questions

With a partner or in a small group, discuss the following questions.

1. Before doing physical activity, what do you do to prepare your body?
2. What is the most challenging physical activity or training you have ever done?
3. Do you think an athlete's success is based more on natural ability or on hard work and training?



# UNIT

# 2

## Wait for It!

### In this unit, you will

- > learn about how the mind matures as we get older.
- > increase your understanding of the target academic words for this unit.



### LISTENING AND SPEAKING SKILLS

- > Outlining Lecture Notes
- > Stating, Rephrasing, and Illustrating
- > **PRONUNCIATION** Reducing Function Words

### Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

#### TARGET WORDS

##### AWL

- accompany
- circumstance
- consequent
- discrete
- distinct
- erode
- implement
- incentive
- inhibit
- justify
- paradigm
- prime
- sufficient
- undertake

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.



## Vocabulary Activities

Word Form Chart			
Noun	Verb	Adjective	Adverb
consequence	_____	consequent	consequently
distinction	_____	distinct distinctive	distinctly
incentive	_____	_____	_____
inhibition	inhibit	inhibited	_____
sufficiency	_____	sufficient	sufficiently

- A.** Complete the paragraph below with the target words from the Word Form Chart. Use the correct form and tense of each word.

Many psychologists consider the years between the ages of 18 and 29 to be

a(n) distinct stage of an adult's life. During this time, a person's brain  
(1. clearly different)

is still maturing. One part of the brain, called the *frontal lobe*, \_\_\_\_\_  
(2. prevents from happening)

the need for immediate gratification. *Gratification* means "feeling pleasure when your desires are satisfied." Therefore, the frontal lobe is important

because it considers the \_\_\_\_\_ of actions as well as the possibility  
(3. results)

of future \_\_\_\_\_ for delaying gratification. However, from 18 to 29  
(4. things that encourage you to do something)

years of age, the frontal lobe is not yet completely mature. \_\_\_\_\_,  
(5. as a result)

some psychologists believe that people should delay major life decisions related to marriage or a career until the brain has \_\_\_\_\_ time to  
(6. enough)

develop.

*Erode* means "to gradually destroy the surface of something" by rain, wind, or water.

*Deforestation may cause the soil to erode, which can decrease a farmer's ability to grow crops.*

*Erode* also means "to gradually destroy something or make it weaker over a period of time," especially ideas, values, or feelings.

*The panel of professors debated whether or not globalization has eroded traditional customs in some parts of the world.*





**B. Work with a partner. Discuss different things that can erode.**

**Surfaces:** soil, sand dunes, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Ideas, Values, Feelings:** privacy, confidence, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_

*Distinct* describes something that is “clearly heard, seen, or felt.”

(a) *He heard the **distinct** sound of footsteps in the other room.*

*Distinct* also means “clearly different or of a different kind.”

(b) *Although Axel and Manny are twins, each boy has a **distinct** personality.*



**C. Write a or b to show which usage of *distinct* or *indistinct* is being used in each sentence.**

- b   1. Her paintings had a distinct look. All of the other paintings were fairly similar to one another.
- \_\_\_ 2. There are distinct differences between the two schools. For instance, the first school is a technical high school.
- \_\_\_ 3. She has a distinct voice. We can hear her even when it is noisy.
- \_\_\_ 4. While camping, he heard an indistinct sound in the forest.
- \_\_\_ 5. It was hard to find the right building. Every building in the neighborhood had the same indistinct look.

**D. Implement** means “to make something that has been officially decided start to happen or be used.” Complete each sentence with a word from the box. More than one answer is possible for some items. Review your answers with a partner.

plan                  policy                  recommendation                  strategy                  system

1. The lawyer implemented his   strategy   during the trial. It was a success.
2. The government implemented the new health care \_\_\_\_\_ last year.
3. The university has implemented a new online \_\_\_\_\_ for selecting classes.
4. They implemented the \_\_\_\_\_ that their supervisor had suggested.

**E. Sufficient** means “enough for a particular purpose.” Circle the word or phrase in parentheses that makes each sentence true for you. Discuss your answers with a partner.

1. The place where I live has a(n) ( *sufficient* / *insufficient* ) number of restaurants, museums, and parks.
2. In my country, the amount of money spent by the government on education is ( *sufficient* / *insufficient* ).
3. I spend a(n) ( *sufficient* / *insufficient* ) amount of time studying for this class.

## About the Topic

The frontal lobe is a part of the brain that considers the results of an action. The frontal lobe develops as we get older. As a result, adults are normally better than children at resisting short-term desires and making long-term decisions.

## Before You Watch

Read these questions. Discuss your answers in a small group.

1. What incentives motivated you to study when you were in high school?
2. When you make a decision, which is more important to you: short-term gratification or long-term incentives?
3. Psychology is often used to help people. What are some other ways that psychology is used?

## Watch

Read the Listen for Main Ideas activity below. Go online to watch a video about the Stanford Marshmallow Experiment. The experiment shows that success in life may be related to your ability to avoid certain actions such as eating sweets.



## Listen for Main Ideas

Work with a partner to answer the following questions.

1. What incentive was offered to the children in the Stanford University Marshmallow Experiment?  
*They could eat one piece of a treat now or wait for 15 minutes and get three pieces.*
2. What was different about the children who were able to wait?
3. What did the brain scans show?
4. What did the BBC and Open University Experiment show?

## NOTE-TAKING SKILL

## Outlining Lecture Notes

### LEARN

Outlining is one way to take notes. Notice how the video on the Stanford University Marshmallow Experiment is outlined on page 17. There are five main sections (A–E). Under each main section, there is also space to record supporting information and key words (1, 2, 3, ...). When you outline, do not write full sentences. Just write the main ideas.



## Lecture Topic: Incentives and Decision-Making

### I. The Stanford Marshmallow Experiment

#### A. Done by Mischel in 1970s

1. gave insight → how people react to incentives
2. one treat now / \_\_\_\_\_

#### B. During Experiment

1. about 1/2 kids = \_\_\_\_\_
2. other kids = \_\_\_\_\_

#### C. \_\_\_\_\_

1. younger children, \_\_\_\_\_ frontal lobe
2. younger children harder to \_\_\_\_\_



#### D. Other results: as adults ...

1. individuals who waited = \_\_\_\_\_
2. individuals who didn't wait = \_\_\_\_\_
3. Later, Mischel found differences in \_\_\_\_\_

#### E. Other studies

\_\_\_\_\_

## APPLY

-  **A.** Watch the first part of the lecture again and fill in the outline above.
- B.** Compare your outline with a partner. Add any important information that you missed.
- C.** Working with your partner, take turns summarizing the lecture in your own words by using your outlines.
-  **D.** Watch the BBC and Open University video again. Write an outline for the video and compare outlines with a different partner.

### II. BBC + Open University Experiment

#### A. Children = immature frontal lobes

resisting temptation difficult

#### B. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_

#### C. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_

## Vocabulary Activities

**A.** Cross out the word or phrase in parentheses that has a different meaning from the others. Use a dictionary to help you understand new words.

- Online courses represent a new (*standard* / ~~*request*~~ / *paradigm* / *model*) in education.
- The (*skill* / *job* / *undertaking* / *task*) required the team to develop a new strategy in just two days.
- There is no (*enthusiasm* / *justification* / *defense* / *explanation*) for not having your homework completed on time. You had two weeks to complete it.
- (*In certain circumstances* / *For certain incomes* / *In certain situations* / *Under certain conditions*), a junior member of the team may lead a project.
- There is a (*discrete* / *unknown* / *distinct* / *clear*) difference between psychology and sociology.
- The athlete is (*at the end of* / *in the prime of* / *at a highpoint in* / *at the best part of*) his career and performing very well.
- Mr. Kauffman could not (*think of a reason for* / *justify* / *rationalize* / *assist in*) spending \$40 for a T-shirt.

*Accompany* means “to go somewhere with someone” or “to happen or appear with something else.”

Markus normally **accompanies** the manager on business trips.

The increase in unemployment **accompanied** the decline in the stock market.

*Accompany* is often used in the passive voice.

At the swimming pool, children must **be accompanied** by their parents.

High winds **are often accompanied** by lower temperatures.



**B.** To practice correctly using the word *accompany*, choose the phrase on the right that best completes each sentence on the left.

- |  |  |
|--|--|
| <u>d</u> 1. Lightning is often accompanied   | a. my friend on his fishing trips.     |
| — 2. A photo and a transcript must accompany | b. by text that provided explanations. |
| — 3. I rarely accompany                      | c. all applications.                   |
| — 4. Visitors must be accompanied            | d. by thunder.                         |
| — 5. The images were accompanied             | e. by guides at all times.             |



- C.** *Undertake* means “to make yourself responsible for something and start doing it.” Fill in the chart below and discuss the tasks / projects with a partner.

a task / project that you recently undertook	
a task / project that you plan to undertake sometime this year	
a task / project that a company, government, or other organization has recently undertaken	

- D.** Write the letter of the definition on the line before each sentence that best matches the meaning of *prime* as used in that sentence.

a. most likely to be chosen for something	b. main or most important	c. of the best quality
---	---------------------------	------------------------

- c   1. The downtown area is prime real estate. The value of land there is very high and the area is incredibly beautiful.
- \_\_\_ 2. The seat that I had was a prime location for watching the performance, which I really enjoyed.
- \_\_\_ 3. My prime interest is in developmental psychology.
- \_\_\_ 4. The local market has a prime selection of fruits and vegetables.
- \_\_\_ 5. Maria is a prime candidate for the position of mayor.
- \_\_\_ 6. Aziz was a prime target for the study because of his age.
- \_\_\_ 7. His prime concern was maintaining the safety of his home.

- E.** A *paradigm shift* is “a great and important change in the way something is done or thought about.” List technological inventions that have led to a paradigm shift. Discuss your answers with a partner.

1. the smartphone
2. the television
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## About the Topic

*Self-improvement* refers to improving oneself through one's own efforts and abilities. Self-improvement might include efforts to expand one's career success, personal finance, public speaking, health, or other personal interests. In 2013, the self-improvement industry was worth several billion dollars worldwide.

## Before You Listen

Read these questions. Discuss your answers in a small group.

1. What major goals have you set for yourself this year?
2. What is the best way for a person to accomplish his / her goals?
3. What kinds of self-improvement programs or tasks have you considered trying?

## Listen

Read the Listen for Main Ideas activity below. Go online to listen to an interview with a motivational speaker and author. He describes a four-step plan for achieving self-improvement goals.



## Listen for Main Ideas

Read the questions about the presentation. Work with a partner to choose the best answer to complete each sentence.

1. According to the interview, goals are often difficult to accomplish because they \_\_\_\_\_.
  - a. are expensive and time-consuming
  - ☒ c. require hard work
  - b. do not keep a person's interest
2. The first step in Dr. Fogg's "Tiny Habits" program focuses on \_\_\_\_\_.
  - a. having long-term goals
  - c. building confidence slowly
  - b. making small changes
3. Kris Ryan suggests making activities easier to do so that \_\_\_\_\_.
  - a. you have enough time
  - c. you don't feel bad about failure
  - b. you have no reason not to do them
4. Giving yourself credit and praise for your accomplishments \_\_\_\_\_.
  - a. can help you move forward
  - c. is not necessary but useful
  - b. is easy for everyone

## PRESENTATION SKILL

## Stating, Rephrasing, and Illustrating

### LEARN

When you state a main point or idea, rephrasing (or saying it again in different words) can help you to clarify your idea. Then you can illustrate the idea by using a specific example. This process gives the listener a better opportunity to understand and process what you have said.



**Step 1 – State:** State the main point or idea.

*To accomplish your goals, you should try to set short-term objectives.*

**Step 2 – Rephrase:** Restate the main point, or say it in a different way. Use key phrases to let your audience know you are rephrasing.

*To put it differently, take smaller steps toward achieving your goals.*

*In other words, take smaller steps toward achieving your goals.*

*Another way to say this is that you should take smaller steps.*

*What I mean by that is that you should take smaller steps.*

**Step 3 – Illustrate:** Illustrate the idea with an example.

*For instance, plan just your afternoon instead of the whole month.*

*To give you a specific example, plan just your afternoon instead of the whole month.*

## APPLY

 **A.** Listen to part of the audio again. Fill in the chart below.

State	Rephrase	Illustrate
Self-improvement means undertaking a new task or project to achieve a goal.	_____, the goal is accompanied by physical or mental work.	So, _____, you want to get in better shape but that requires exercise / changing how or what you eat.
OK. Well, tiny step number one is _____.	_____ is: Don't set huge, long-term goals. Instead, try for small successes.	_____, rather than deciding to lose 18 pounds in a month, commit to eating less for dinner and doing exercise tomorrow before work.
Tiny step number two: make new tasks easier to do	_____ is plan properly, so you have no justification for <i>not</i> doing what you wanted to do.	_____ that you go running every morning, but you don't feel very motivated at 7 a.m.

**B.** Look at the information about “tiny step” three. Working with a partner, discuss the correct order of the sentences.

- To put it differently, don't place all of your emphasis on the old, unwanted habits.
- So, to give you a specific example, instead of letting yourself get stressed about how you watch too much TV, change the circumstances that normally lead you to watch TV by planning a productive, fun activity for yourself.
- The third tiny step is to focus on creating new, positive behaviors.

**C.** Work with partner. Choose two of the four “tiny steps.” Next, state, rephrase, and illustrate each step in your own words. Then present your explanation of the two “tiny steps” to another group.

- C.** Work with a partner. Listen to each other's presentations. As you listen, outline your partner's presentation.

Title
I.
II.
A.
B.
C.
III.

- D.** After outlining your partner's presentation, choose one of your partner's main points and state, rephrase, and illustrate it in your own words.

Self-Assessment		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I learned to outline lecture notes.
<input type="checkbox"/>	<input type="checkbox"/>	I was able to state, rephrase, and illustrate main ideas and points.
<input type="checkbox"/>	<input type="checkbox"/>	I was able to create and give a presentation on a topic.
<input type="checkbox"/>	<input type="checkbox"/>	I successfully outlined a partner's presentation.
<input type="checkbox"/>	<input type="checkbox"/>	I can reduce function words when speaking.
<input type="checkbox"/>	<input type="checkbox"/>	I can correctly use the target vocabulary words from the unit.

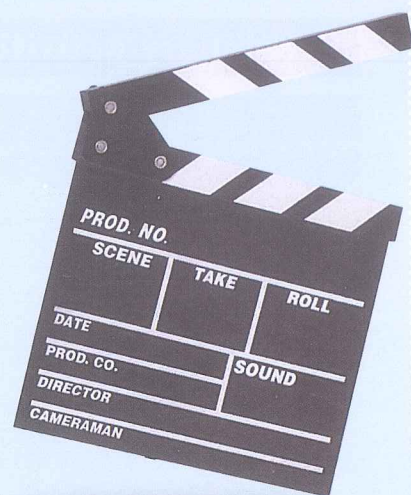
## Discussion Questions

With a partner or in a small group, discuss the following questions.

1. What do you think is the most interesting aspect of psychology?
2. Think about an important social issue. How would a psychologist be involved in trying to solve the problems related to that issue?
3. Do you think that it is ethically acceptable for companies to use psychologists in marketing products to people? Explain your answer.



# Film Know-How



## In this unit, you will

- > learn about different jobs people do in making a film.
- > increase your understanding of the target academic words for this unit.

## LISTENING AND SPEAKING SKILLS

- > Recording Definitions
- > Facilitating a Group Discussion
- > **PRONUNCIATION** Reducing Auxiliary Verbs

## Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

### TARGET WORDS

#### AWL

advocate  
albeit  
bias  
explicit  
ideology  
implicate  
implicit  
infer  
levy  
liberal  
parallel  
reside  
subordinate  
violate

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.



## Vocabulary Activities

Word Form Chart			
Noun	Verb	Adjective	Adverb
advocate	advocate	_____	_____
bias	bias	biased unbiased	_____
_____	_____	explicit	explicitly
_____	_____	implicit	implicitly
inference	infer	_____	_____

- A.** Complete the paragraph below with the target words from the Word Form Chart. Use the correct form and tense of each word.

When watching the news, it is important to listen for bias in  
(1. in favor of one side)  
the reporting of a news story. When a reporter states his / her opinion  
\_\_\_\_\_, it is easy to understand which viewpoint he / she is  
(2. clearly)  
\_\_\_\_\_. However, many times opinions are stated \_\_\_\_\_,  
(3. supporting) (4. not directly)  
which may make it harder to detect \_\_\_\_\_. In this case, you may  
(5. favoritism)  
have to \_\_\_\_\_ what the reporter's opinion is based on how the  
(6. conclude from reasoning)  
story is reported. Because of this potential confusion, some people have  
\_\_\_\_\_ for a return to traditional, \_\_\_\_\_ reporting of the news.  
(7. recommended) (8. balanced)

It's easy to confuse the word *infer* WITH the word *imply*. A speaker may imply something without directly saying it, but a listener infers what the speaker means.

Based on the reporter's positive reaction, we can **infer** that he supports the policy.

The reporter seemed to **imply** that the policy was good for education.



- B.** Complete each sentence with the correct form of either *infer* or *imply*.

- By saying that a significant amount of unfinished work exists, the article implies that the project would not be completed this year.
- Based on your advice, you seem to be \_\_\_\_\_ that I am the best person for the job. I'm not so sure.



3. Based on their remarks, you can \_\_\_\_\_ that they will call you back for a second interview.
4. The instructor \_\_\_\_\_ that I would get a high score in the class when she told me not to worry about my grade.
5. Considering the large size of the home in these ancient ruins, we can \_\_\_\_\_ that someone wealthy lived here.

**C.** *Explicit* means “saying something clearly, exactly, and openly.” *Implicit* means “suggested without being directly expressed.” For each sentence, write *E* for “explicitly stated” or *I* for “implicitly stated.”

- I   1. It might be beneficial to do the reading before taking the exam.
- \_\_\_ 2. You may not copy this product under any circumstances.
- \_\_\_ 3. To receive your license, you must pass the exam.
- \_\_\_ 4. This study guide helped many other people pass the exam, but I am not allowed to recommend a specific product.
- \_\_\_ 5. The contract is valid for three years only.

**D.** *Parallel* may mean either “two or more lines that are the same distance apart at every point” or “very similar or taking place at the same time.” Complete the chart with a partner.

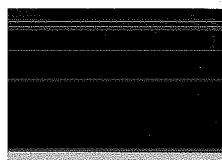
Things that might be the same distance from your city center	Events that are taking place at the same time in your city this month
<u>two rivers</u>	<u>a soccer game and a concert</u>
_____	_____
_____	_____
_____	_____

**E.** *Subordinate* means “having less power or authority than someone else in a group or an organization.” Complete the sentences with appropriate words and phrases.

1. A regional manager is subordinate to a vice president.
2. Oftentimes, \_\_\_\_\_ are subordinate to their parents.
3. At a university, \_\_\_\_\_ are subordinate to \_\_\_\_\_.
4. In government, \_\_\_\_\_ is subordinate to \_\_\_\_\_.

## About the Topic

A movie set is the place where a film is shot, or recorded. While shooting a film, a director may do several takes, or recordings, of one continuous scene in order to get it right. Meanwhile, visual effects are an important part of many movies now. Visual effects often include images that are created by computers. These are usually added after shooting the film.





*Albeit* means “although.” However, unlike *although*, *albeit* is never used with a phrase that contains a clause. (Remember, a clause is a phrase that includes a noun and a verb.)

*The printed magazine resembles the online version, **albeit** without links to videos.*

*The printed magazine resembles the online version, **although** it does not include links to videos.*

*The city, **albeit** a small one, has many large buildings of historical importance.*

***Although** the city is small, it has many large buildings of historical importance.*



CORPUS

**C. Choose the best phrase on the right that completes each sentence on the left.**

- |   |   |
|---|---|
| <u>  c  </u> 1. Her blog receives much attention, | a. albeit briefly, during last night's game.          |
| ___ 2. Many newspapers are still being printed,   | b. albeit in a reduced format.                        |
| ___ 3. The advertisement,                         | c. albeit from local people only.                     |
| ___ 4. Bill Gates attended Harvard,               | d. albeit for a short time, in the 1970s.             |
| ___ 5. Our team looked like it was going to win,  | e. albeit an expensive one, helped attract customers. |

**D. Choose the target word that best collocates with each group of words below.**

implicate      levy      liberal      reside      violate

1. liberal : quantity, serving, portion, amount
2. \_\_\_\_\_ : a fine, a tariff, a surcharge, a(n) \_\_\_\_\_
3. \_\_\_\_\_ : in a vicinity, in a neighborhood, in a home, at a(n) \_\_\_\_\_
4. \_\_\_\_\_ : in a wrongdoing, in a scandal, in an offense, in a(n) \_\_\_\_\_
5. \_\_\_\_\_ : the law, standards, a promise, a(n) \_\_\_\_\_

**E. Choose a word from the box below to add to each list of words in activity D.**

address      agreement      crime      amount      tax

**F. Levy means “to use authority to demand and collect a payment,” especially a tax. Discuss four things taxes are levied on where you live.**

1. State taxes are levied on personal income in Kentucky.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## About the Topic

A documentary film usually tries to report the facts of a real-life situation. For instance, a documentary about urban gardens might seek to explain how people are creating gardens in large cities. Some documentaries are well known for presenting a situation from a specific or unique perspective.

## Before You Listen

Read these questions. Discuss your answers in a small group.

1. What types of documentary films are interesting to you?
2. If you were going to make a documentary, what would it be about?
3. How does an international student's experience differ from that of other students' experiences?

## Listen

Read the Listen for Main Ideas activity below. Go online to listen to three students discuss an assignment that requires them to make a documentary-style film.



## Listen for Main Ideas

Work with a partner to ask and answer the questions below.

1. What is the assignment that the students discuss? [making a documentary](#)
2. Is the documentary supposed to be a long or short film?
3. How many ideas do the students discuss?
4. What is one of the ideas for the documentary?

## SPEAKING SKILL

## Facilitating a Group Discussion

### LEARN

In class, you may be asked to participate in group discussions. *Facilitating discussions* means to keep the conversation moving and include everyone. Facilitating a discussion includes introducing and concluding the discussion and giving speakers encouragement. Three other skills for facilitating a discussion are listed below, along with some language that you can use with each skill.

First, you want to *guide the discussion*. This means to keep the discussion progressing and not talk about any one thing for too long. Second, facilitating may include *eliciting more details*. This allows the group to learn more about the general idea and to learn about specific examples related to the topic. Third, you should *ensure group participation*. To do this, make sure everyone is involved in the discussion and that a variety of ideas is presented.



Facilitation skill	Useful phrases
Guiding the discussion	<ul style="list-style-type: none"> <li>• Perhaps we could discuss another possible topic and come back to it ...</li> <li>• Why don't we move on.</li> <li>• I think we may have addressed this issue. Let's continue to ...</li> <li>• _____</li> </ul>
Eliciting more details	<ul style="list-style-type: none"> <li>• What do you mean exactly?</li> <li>• Could you be more specific about what we would do ... ?</li> <li>• Could you give us a concrete example of what you are talking about?</li> <li>• _____</li> </ul>
Ensuring group participation	<ul style="list-style-type: none"> <li>• What's your feeling on it?</li> <li>• What are your thoughts, (Maya)?</li> <li>• What would be your response to that?</li> <li>• _____</li> </ul>

## APPLY

**A.** Read the phrases below. Add them to the appropriate box in the chart above.

Could you specify what you mean?

What do you think about what she just said?

We only have two minutes left. Should we get back to the original topic?

**B.** Listen to the audio again. Using the chart above, check (✓) the phrases that you hear and compare your answers with a partner.

**C.** Work in a small group. Think of phrases that you can add to the chart above. Share your answers with the class.

**D.** In a small group, discuss the topic below. Assign a facilitation skill to each member of the group.

### Changing media

Think about how your grandparents and parents got news. Compare the news media of the past with how you learn the news now. What has changed? Do you think the changes are good? Why or why not? How do you think the media might change in the future?



# PRONUNCIATION SKILL

## Reducing Auxiliary Verbs

### LEARN

- A.** Auxiliary verbs such as *be*, *do*, *will*, *have*, and *would* are unstressed function words. When you say them, they are shortened and usually joined to another word in the sentence. Go online and listen for the reductions.

be		do		will
am	/m, əm/	do	/də/	/əl/
are	/ər/	does	/s, z, dəz/	/wəl/
is	/s, z, əz/	did	/d, dəd/	
was	/wəz/	have		would
were	/wər/	has	/s, z, əz/	/d/
been	/bən/	have	/v, əv/	/əd/
being	/bɪŋ/			/wəd/

- B.** Go online to hear how to reduce *Wh-* words + *do* you. *Whodaya see? Whaddaya do? Whendaya leave? Wheredaya live? Whydaya say that? Howdaya pronounce this?*

- C.** After a *Wh-* question word, *does* and *did* can have more extreme reductions. Go online to listen and repeat some examples.

does	did
1. Who /dəz/ John report to?	1. Who /d/ he get in touch with?
2. What /s/ this mean?	2. What /d/ John want?
3. When /z/ the movie start?	3. When /d/ he get here?
4. Where /z/ he live?	4. Where /d/ I put my keys?
5. Why /z/ he do that?	5. Why /d/ he do that?
6. How /z/ this work?	6. How /d/ that happen?

- D.** Unstressed auxiliaries verbs often sound the same. Look at the chart. Go online to listen to the sentences. Practice them with a partner.

	/s/	/z/	/əz/
is	1. My homework /s/ done.	When /z/ the deadline?	Your English /əz/getting better!
has	2. The clock /s/ stopped.	The dog /z/ disappeared.	My wish /əz/ come true!
does	3. What /s/ this mean?	Who /z/ this belong to?	_____
	/d/		/əd/
had	4. You /d/ better stop that right now!		John /əd/ been to 14 countries by the time he was ten.
would	5. Mary /d/ do that differently.		I'm sure Bob /əd/ help if you asked.



## APPLY

- A.** Go online to listen to sentences with reduced auxiliary verbs. Write the sentences using full forms. Check your answers with a partner. Then practice the sentences using reductions.

1. <i>How have you been?</i>	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.

- B.** Work in a small group. Ask your classmates for their opinions about a variety of topics you think are interesting. Use the following phrases to have a conversation.

Whaddaya think about ...	Whydaya think ...
Howdaya feel about ...	Whodaya believe ...
Whendaya consider ...	Wheredaya guess ...

*Whaddaya think about people using their cell phones everywhere they go?*

## End of Unit Task

In this unit, you learned how to listen for and record definitions. You also learned about ways to facilitate a group discussion. Now practice these skills.

- A.** As a class, divide into two groups. Each group should brainstorm three important city programs or projects such as a citywide recycling program. As you brainstorm, use the facilitation skills that you learned in this unit.

Facilitation skill	Useful phrases
1. Guiding the discussion	<ul style="list-style-type: none"> <li>• Perhaps we could discuss another topic and come back to it later.</li> <li>• Why don't we move on.</li> <li>• I think we may have addressed this issue. Let's continue to ...</li> <li>• We only have two minutes left. Should we get back to the original topic?</li> </ul>

	• What do you mean exactly?
	• But could you be more specific about what we would do?
2. Eliciting more details	• Could you give us a concrete example of what you're talking about?
	• Could you specify what you mean?
	• What are your thoughts?
3. Ensuring group participation	• What's your feeling about it?
	• What would be your response to that?
	• What do you think about what she just said?

- B.** After you have three ideas, define each one by including defining information related to the idea. Continue to use your facilitation skills.
- C.** Discuss your three ideas. Assign facilitation skills (1–3) to each member of your group: 1. guiding the discussion, 2. eliciting more details, 3. ensuring group participation.
- D.** Imagine that the students in your group are city planners. You can only choose one of the group's ideas to implement. Using the facilitation skills that you learned, choose one idea to present to the rest of the class.
- E.** Discuss your ideas as a class.
1. Explain why your group's idea for the city should be implemented. Make sure that you support your idea.
  2. As you listen and participate in the class discussion, check (✓) facilitation skills that you hear in the chart above.

Self-Assessment		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I successfully listened for definitions.
<input type="checkbox"/>	<input type="checkbox"/>	I successfully took notes on the defined words.
<input type="checkbox"/>	<input type="checkbox"/>	I successfully helped facilitate a group discussion.
<input type="checkbox"/>	<input type="checkbox"/>	I was able to participate in a class discussion.
<input type="checkbox"/>	<input type="checkbox"/>	I can reduce auxiliary verbs when speaking.
<input type="checkbox"/>	<input type="checkbox"/>	I can correctly use the target vocabulary words from the unit.

## Discussion Questions

With a partner or in a small group, discuss the following questions.

1. In school, which kinds of assignments do you think helped you learn the most?
2. What was the most interesting school or work assignment that you have done?



## UNIT

## 4

# Sound Response



## In this unit, you will

- > learn more about people and their responses to sound.
- > increase your understanding of the target academic words for this unit.

## LISTENING AND SPEAKING SKILLS

- > Cause-and-Effect Relationships
- > Citing Sources
- > **PRONUNCIATION** Reducing Modal Verbs

## Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

### TARGET WORDS

#### AWL

- adjacent
- adjust
- cite
- commodity
- empirical
- federal
- incline
- negate
- orient
- phenomenon
- pose
- pursue
- sex
- via

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in either speaking or writing.



## About the Topic

A decibel is a unit of measurement for sound. Humans speak at 65 decibels. Breathing is about 10 decibels, but a departing plane is about 90 decibels. Higher levels of sound can affect a person's health and blood circulation. Blood circulation is the movement of blood throughout the body.

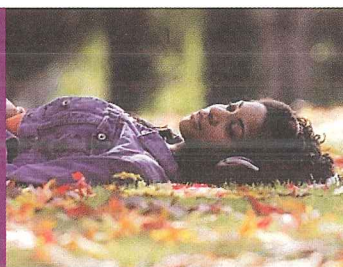
## Before You Listen

Read the following questions. Discuss your answers in a small group.

1. What is your favorite kind of music?
2. What is a positive experience you have had with music?
3. Do you think music can be beneficial? Explain your answer.

## Listen

Read the Listen for Main Ideas activity below. Go online to listen to a weekly show that discusses issues in music. In this episode, the host interviews an expert on using sound, particularly music, to help people.



## Listen for Main Ideas

Mark each sentence as *T* (true) or *F* (false). Work with a partner. Restate false sentences to make them correct.

- T*   1. The Sound Healing Center uses music to help people improve their lives.
2. Research has shown that music helps people.
3. Noise pollution is annoying, but it does not affect a person's health.
4. It is good to have time for silence every day.

## LISTENING SKILL

## Cause-and-Effect Relationships

### LEARN

A *cause* is "what makes something happen." An *effect* is "the result of a cause." In many cases, a speaker can use a *cause signal phrase* at the beginning or in the middle of a sentence.

"The plane was delayed *because* of bad weather."

"*Because of* bad weather, the plane was delayed."

Cause: bad weather → Effect: plane delayed

In lectures, presentations, and discussions, speakers often talk about cause-and-effect relationships to show connections between important points. Look at the signal phrases that show cause-and-effect relationships in the charts on page 41.



**Cause signal phrases (reason)**

The flight delay was **caused by** / **due to** / **attributable to** bad weather.

**Because of** bad weather, the flight was delayed.

**Since** the weather conditions were extremely poor, the flight was delayed.

**Effect signal phrases (result)**

The weather conditions were extremely poor. **As a result** / **Consequently**, the flight was delayed.

The weather conditions were extremely poor, **causing** the flight to be delayed.

The weather conditions were extremely poor, **resulting in** the flight being delayed.


**APPLY**

**A.** For each sentence, circle the cause and underline the effect.


- Shania's high grades were attributable to long hours studying
- The internship went very well. Consequently, the company offered Lee a full-time position.
- Price inflation was caused by an increase in the money supply.

**B.** Work with a partner. Discuss two sentences that you can make using each set of terms and signal phrases.

- growing economy / more jobs / result in / because of *The growing economy has resulted in more jobs. / Because of the growing economy, there are more jobs.*
- trained every day for a year / made the team / as a result / since
- \_\_\_ / \_\_\_ / due to / resulting in

 **C.** Read the information in the chart below. Then listen to part of the audio again and complete the chart based on the cause-and-effect relationships you hear.

Cause	Effect
1. <u>Since</u> we serve so many different purposes,	we have a really wide range of programs ...
2. _____ a well-functioning body. ... there is always movement of people and machines,	Our ability to successfully perform tasks at work ... can be at least partly
	3. _____

 **D.** Listen to the last part of the audio again. Work with a partner. Using the notes below and the signal words in the chart at the top of the page, discuss the cause-and-effect relationships that you hear.

- noise day and night → a person's health *There is a lot of noise day and night. Consequently, this noise can sometimes affect a person's health.*
- sounds from planes → stress
- noise from machines around the house → families

## Vocabulary Activities

Word Form Chart			
Noun	Verb	Adjective	Adverb
citation	cite	_____	_____
empiricism	_____	empirical	empirically
inclination	incline	inclined	_____
phenomenon	_____	phenomenal	_____
pursuit	pursue	_____	_____
sex	_____	_____	_____

- A.** Complete the paragraph below with the target words from the Word Form Chart. Use the correct form and tense of each word. Use the words in parentheses to help you. Some words are used more than once.

When scientists observe a surprising phenomenon, they are cautious  
(1. notable event)  
 about making bold statements on what it means. Even if they have a strong  
 \_\_\_\_\_ about what caused the event, they don't immediately form a  
(2. way of feeling)  
 conclusion. Instead, they wait for \_\_\_\_\_ evidence, which is obtained  
(3. observable)  
 through scientific experiments that have measurable and observable results.  
 Even after a study seems to prove what causes a certain \_\_\_\_\_,  
(4. impressive occurrence)  
 scientists research other possible variables. For example, suppose  
 psychologists are testing learning behaviors in rats by having them run  
 through mazes. If male rats were tested first, scientists might change the  
 \_\_\_\_\_ of the test subjects, using female rats next. Most scientists are  
(5. gender)  
 only satisfied after they are able to \_\_\_\_\_ several independent studies  
(6. mention)  
 supporting the same conclusion. It is true that the \_\_\_\_\_ of scientific  
(7. search)  
 truth often requires considerable patience.



- B.** Some words have multiple meanings. For the target words below, match the dictionary definitions on the left with the example sentences on the right.

cite

**Definitions**

- c 1. to mention something as a reason or an example  
— 2. to speak or write the exact words from a book or author  
— 3. to order someone to appear in court; to mention someone in a legal case  
— 4. to mention someone publicly because they deserve praise

**Example Sentences**

- a. The driver was cited for speeding.  
b. The volunteers were cited for their commitment and hard work.  
c. Kay cited her 6:00 a.m. appointment tomorrow as an excuse for leaving early this evening.  
d. Sam frequently cites lines from Shakespeare to impress his friends.

pursue

**Definitions**

- 1. to do something or try to achieve something over a period of time  
— 2. to continue to discuss, research, or be involved in something  
— 3. to follow or chase something or someone, especially to catch the object or person

**Example Sentences**

- a. The police officer pursued the suspect from Chicago to New York.  
b. For years, scientists have been pursuing a cure for cancer.  
c. I decided not to pursue the scholarship because the application required five essays.

A *phenomenon* is “an event in nature or society, especially one that is not fully understood” or “a person or thing that is very successful.” The plural form is *phenomena*.

*The eight-year-old violinist is a huge **phenomenon**.*

*Thunder and lightning are natural **phenomena**.*

The adjective form is *phenomenal*, which means “great,” “impressive,” or “extraordinary.”

*It was a **phenomenal** concert. I really enjoyed it.*

*The dinner that Luis cooked was **phenomenal**.*



- C.** Complete each sentence with *phenomenon* or *phenomenal*.

1. The Northern Lights were amazing! We had never seen such a phenomenon.  
2. Several thousands of people had come for what they assumed would be a \_\_\_\_\_ speech by the former president.  
3. A shooting star is a rare \_\_\_\_\_.

The preposition *via* means “through a place” or “by means of a particular person, system,” or method.

*We flew from Cairo to London via Paris.*

*Our furniture was shipped via train, which took nearly three weeks.*



**D.** Select the phrase on the right that best completes each sentence on the left.

- |   |                             |
|---|-----------------------------|
| <u>  a  </u> 1. Many banks offer their services               | a. via Internet banking.    |
| <u>     </u> 2. Millions of workers travel to work each day   | b. via text message.        |
| <u>     </u> 3. You can fly to New York from here             | c. via subway.              |
| <u>     </u> 4. For three days, I've been trying to reach her | d. via plane or helicopter. |

## About the Topic

Tone is the quality of a sound. Mandarin is a tonal language in which the meaning of a word may change based on how high or low a sound is, or on a person's voice pitch. Accent is something different. Accent refers to how someone pronounces a language without affecting the meaning of the words.

## Before You Watch

Read these questions. Discuss your answers in a small group.

1. What are some interesting characteristics of your native language(s)?
2. Do you think good musicians are born with natural talent? Explain your answer.
3. What instrument do you think is the most difficult to play?

## Watch

Read the Listen for Main Ideas activity below. Go online to watch a presentation about perfect pitch. Based on research, certain factors may determine whether or not someone has perfect pitch.



## Listen for Main Ideas

Read the questions about the video. Work with a partner to ask and answer these questions.

1. What age group is most likely to develop perfect pitch? *Those who begin studying music before the age of four are more likely to develop perfect pitch.*
2. Why are Chinese music students more likely to develop perfect pitch?
3. Why does the presenter use the word *ma* as an example?
4. Why is it difficult to learn new sounds later in life?



## LEARN

When you give an academic presentation, you need to present evidence that supports the information that you present. This gives you credibility, meaning your audience has reason to believe and trust what you say. An important part of correct citation is acknowledging the sources of any data, quotes, or ideas that you mention. In other words, you should cite your sources. When you cite sources, you also demonstrate that you have thoroughly researched your topic.

Phrases like those in the chart below, signal that you are citing others' work.

## Citing sources

[Printed source] demonstrated that ...

In an article published in the [printed source], [person's name] claims ...

A [year] study by [person's name] found ...

According to [person's name], ...

This / My information comes from ...

You can find more information at [website name].

## APPLY

-  **A.** Read the sentences below. Then watch part of the presentation again and fill in the blanks.

1. The *Psychological Bulletin* found that adults cannot learn perfect pitch.
2. In an article \_\_\_\_\_ in the *American Journal of Human Genetics*, Baharloo \_\_\_\_\_ 600 music students in the U.S. and Europe.
3. Now let's look at a \_\_\_\_\_ by Diana Deutsch, which appeared in the *Journal of the Acoustical Society of America*.
4. \_\_\_\_\_ Deutsch, perfect pitch is more common among speakers of tonal languages such as Mandarin and Vietnamese.
5. Deutsch's 2006 experiments \_\_\_\_\_ through the use of empirical evidence that tonal-language speakers do not vary their pitch.

- B.** Work with a partner. Using the phrases in the chart above, cite each sentence in Apply activity A in your own words.

*According to the Psychological Bulletin, adults cannot learn perfect pitch.*

- C.** Work with a partner. Discuss three kinds of sources that are acceptable for an academic or professional presentation, and two kinds of sources that are not.

## PRONUNCIATION SKILL

## Reducing Modal Verbs

### LEARN

English speakers reduce modal verbs in both formal and informal situations. Unstressing and reducing these auxiliaries will help you to express yourself clearly.

- A.** Go online to listen to reduced modals. Notice that the sentence stress falls on an important content word. The stressed words are written in pink below.

I could **do** it.

I should **do** it.

That ~~must~~ be **hard**.

I must **insist**!

- B.** Pronounce *can* and *can't* differently. Go online to listen to four ways to do this.

1. Say /æ/ in *can't*. Say /ə/ in *can*.

→ I **can't** **do** it. I can do it.

2. Stress *can't*. Unstress *can*.

→ I **can't** **do** it. I can **do** it.

3. When *can't* is followed by a consonant, hold your breath instead of making the *t* sound. Then pause briefly.

→ I **can't** | **do** it.

4. Drop the *t* when *can't* is followed by a vowel sound. Link the word after *can't* with the *n* sound.

→ I **can't** **explain** it.

- C.** In fast speech, you reduce the modals. Go online to listen.

	Careful speech	Informal spelling	Everyday reduction
1.	(be) going to	gonna	I'm /gənə/ <b>go</b> .
2.	(has / have) got to	gotta	She's /gədə/ <b>go</b> .
3.	has to	hasta	He /həstə/ <b>go</b> .
4.	have to	hafta	We /hæftə/ <b>go</b> .
5.	ought to	oughta	You /ədə/ <b>go</b> .
6.	(be) supposed to	supposta, s'posta	I'm /səpoustə, spoustə/ <b>go</b> .

### APPLY

- A.** Go online to listen. Write the sentences you hear with *can* and *can't*.

1. *I can ask.*

6.

2.

7.

3.

8.



- |    |     |
|----|-----|
| 4. | 9   |
| 5. | 10. |

**B.** Work with a partner. Ask about plans and obligations. Use the phrasal modals in Learn, activity C.

A: Whaddaya gonna do over the weekend?

B: I'm gonna do some shopping. What about you?

A: I hafta meet a friend at the library on Saturday afternoon. We've gotta study for a quiz.

## End of Unit Task

In this unit, you learned about cause-and-effect relationships and how to cite sources for presentations. Practice these skills by going online to listen to a short podcast about two Voyager spacecraft, which are currently carrying messages from Earth into outer space. Then present the Voyager story, citing sources.



**A.** As you listen to the podcast, record the cited sources in the chart below.

Paraphrase main ideas	Sources
1. a "golden record" of Earth sounds	1. <u>the Journal of Space Science</u>
2. drums, Indian chants, bagpipes + wind, rain, traffic, etc.	2. _____
3. designed to survive for a billion years	3. _____
4. Voyager already passed Jupiter, Saturn, and Neptune	4. _____
5. check for updates	5. _____

- B.** Compare your sources with a partner.
- C.** Now use the chart to “present” the Voyager story to your partner, mentioning all of the main ideas and citing sources, using examples from the chart on page 45. On your own chart, put a check mark (✓) next to each idea and source that your partner mentions.
- D.** Work with a partner. Use the cause-and-effect signal phrases in the chart and the pairs of ideas below it to discuss different aspects of the Voyager spacecraft.

Cause signal phrases	Effect signal phrases
caused by	as a result
due to	consequently
attributable to	causing
because of	resulting in
since	

*Example: different languages and sounds from Earth / the golden record*

*Since NASA wanted to send different languages and sounds from Earth, the golden record was created.*

1. an alien civilization might find them / golden records designed to survive for a billion years
2. updates on [voyager.jpl.nasa.gov](http://voyager.jpl.nasa.gov) / the spaceship's distance from Earth

Self-Assessment		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I successfully cited sources using a variety of citation expressions.
<input type="checkbox"/>	<input type="checkbox"/>	I successfully discussed cause-and-effect relationships in my own words.
<input type="checkbox"/>	<input type="checkbox"/>	I recognized and recorded the sources cited by the speaker.
<input type="checkbox"/>	<input type="checkbox"/>	I can reduce modal verbs when speaking.
<input type="checkbox"/>	<input type="checkbox"/>	I can correctly use the target vocabulary words from the unit.

## Discussion Questions

With a partner or in a small group, discuss the following questions.

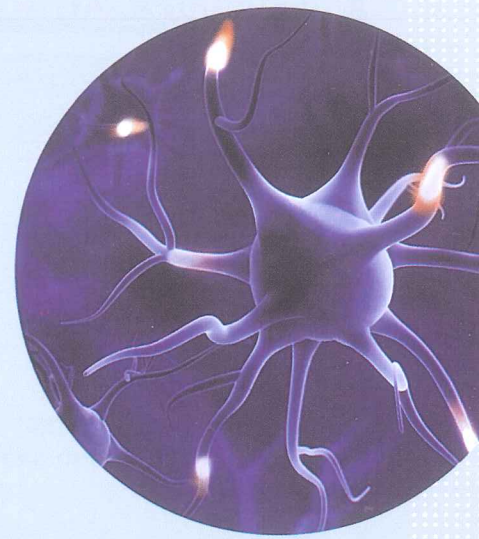
1. What kinds of traditional music do people listen to in your country?
2. In your country, does the younger generation listen to different music from the older generation?
3. Do you think it is OK to download music from the Internet without paying for it? Explain your answer.



## UNIT

## 5

# Changing Your Brain



## In this unit, you will

- > learn about how the brain can change and repair itself.
- > increase your understanding of the target academic words for this unit.

## LISTENING AND SPEAKING SKILLS

- > Listening for Signal Phrases
- > Expressing and Responding to an Opinion
- > **PRONUNCIATION** Reducing Past Modals

## Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

### TARGET WORDS

#### AWL

- channel
- constitute
- discriminate
- distort
- invoke
- mode
- nonetheless
- panel
- predominant
- radical
- suspend
- trace
- underlie
- whereas

never seen this word before.

heard or seen the word but am not sure what it means.

heard or seen the word and understand what it means.

used the word confidently in *either* speaking or writing.



## Vocabulary Activities

Word Form Chart

Noun	Verb	Adjective	Adverb
channel	channel	_____	_____
constitution	constitute	constitutional	constitutionally
predominance	predominate	predominant	predominantly
trace	trace	traceable	_____

- A.** Complete the paragraph below with the target words from the Word Form Chart. Use the correct form and tense of each word.

Neuroscientists have traced improvements in functions of the brain to  
(1. discovered by investigation)  
 “brain exercise.” By spending about 30 minutes a day exercising your brain,  
 it seems you can improve your mental performance. For this reason, some  
 new websites help you to exercise different \_\_\_\_\_ of your brain. The  
(2. systems of communication)  
 exercises \_\_\_\_\_ focus on memory, concentration, and speed. Such  
(3. mainly)  
 websites \_\_\_\_\_ an increasing number of Internet applications used  
(4. combine to form)  
 to improve thinking and mental performance.

*Mode* is “a particular way of doing something” or a “way of feeling or behaving.” We often use *mode* with the preposition *of*.

*Customers may choose their preferred mode of payment. We accept cash, credit cards, debit cards, and checks.*



- B.** Complete the following chart. Compare your answers with a partner.

What is your preferred ...	You
mode of transportation?	_____
mode of communication when you need to discuss a group project for work or school?	_____
mode of instruction in class?	_____
mode of payment when you eat at a restaurant?	_____



**C.** Read the variations on one of the definitions of *panel*. Then write the letter that best matches the way *panel* is used in the sentences below.

- a. a group selected for a specific service
- b. a group of people who discuss a topic in front of an audience

- a 1. The panel of professors debated the new admission policy.
- \_\_\_ 2. The police brought a panel of experts to the station to help them solve the crime.
- \_\_\_ 3. Last night, a panel of four officials discussed the city's traffic problems at the university auditorium.

**D.** *Whereas* connects two ideas that contrast with each other. *Predominantly* means "mainly." Complete the sentences below. Discuss your answers with a partner.

1. People in my country predominantly eat fish, whereas people in Mongolia predominantly eat beef.
2. Homes in my country are predominantly made of \_\_\_\_\_, whereas homes in \_\_\_\_\_ are predominantly made of \_\_\_\_\_.
3. People in my country predominantly speak \_\_\_\_\_, whereas people in \_\_\_\_\_ predominantly speak \_\_\_\_\_.

The word *channel* has several different meanings. It can refer to a television or radio station.

*Please change the **channel**, so we can watch something else.*

*Channel* can also refer to a means of communication or distribution.

*The company uses its stores, website, and other distribution **channels** to sell its product.*

It can mean "a way of expressing ideas and feelings."

*Painting is a **channel** some artists use to express ideas and feelings.*

A *channel* can also refer to a route or waterway between two bodies of water.

*The Suez Canal is a major **channel** between the Mediterranean Sea and Red Sea.*



**E.** Circle the correct meaning for *channel(s)* in each sentence.

1. A signal is sent through channels in the brain, telling the body what to do.  
( means of communication / way to express feeling )
2. A large channel separates England and France. ( a TV station / a waterway )
3. Bank loans are one channel that new businesses can use to borrow money.  
( way to express feeling / means of distribution )
4. One way to avoid stress is to channel all of your tension into exercise.  
( means of distribution / expression of ideas )